

DOCUMENT RESUME

ED 081 070

EA 005 287

AUTHOR Nelson, Walter A.
 TITLE Critical Tasks of School Principals in Student Teaching Programs.
 INSTITUTION Oregon School Study Council, Eugene.
 REPORT NO OSSC-Bull-Vol-12-No-8
 PUB DATE Apr 69
 NOTE 30p.
 AVAILABLE FROM Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50)

EDRS PRICE MF-\$0.65 HC-\$3.29
 DESCRIPTORS Administrative Personnel; Administrator Responsibility; *Administrator Role; Critical Incidents Method; *Elementary Schools; *Principals; Research; *Secondary Schools; *Student Teaching; Tables (Data); Task Analysis; Teacher Education

IDENTIFIERS Oregon; Washington

ABSTRACT

The research purpose of this investigation called for determining if varying concepts of the principals' functions in the administration of student teaching programs existed among those elementary and secondary school principals, superintendents, and directors of student teaching involved with programs in selected, accredited institutions in Washington and Oregon; and what these concepts were, as perceived by the respondent groups. Considerable consistency was observed among the respondent groups in the rankings. Approval and consistency ratings indicate that acceptable behavioral patterns for principals in the administration of student teaching programs are identifiable. In general, such tasks appear to exist at the local building level, to be concerned with efficient administration practices, and involved with human relations rather than evaluative aspects of the program. A 23-item bibliography is included. (Author/WM)

ED 081070



OREGON SCHOOL STUDY COUNCIL

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

BULLETIN

OREGON SCHOOL STUDY COUNCIL

School of Education

University of Oregon, Eugene, Oregon

CRITICAL TASKS OF SCHOOL PRINCIPALS
IN STUDENT TEACHING PROGRAMS

by
Walter A. Nelson

Vol. 12, No. 8

April, 1969

EA 005 287

ED 081070

CRITICAL TASKS OF SCHOOL PRINCIPALS
IN STUDENT TEACHING PROGRAMS

by

Walter A. Nelson

Associate Professor and
Chairman of the Division of Education
Indiana University

Individual Copy Price - \$1.50

TABLE OF CONTENTS

	<u>Page</u>
Introduction -----	1
Defining the Principal's Tasks in Student Teaching -----	2
Problems in Principals' Performance of Tasks Related to Student Teaching -----	4
An Investigation of Principals' Involvement in Student Teaching Programs in Oregon and Washington -----	5
Findings of the Investigation -----	7
Conclusions and Recommendations -----	12
Bibliography -----	20
Appendix A--Statement of Criteria -----	22
Appendix B--Functions of School Principals in the Administration of Student Teaching Programs -----	24

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1 Number and Percentage of Responses by Institution -----	6
2 Number and Percentage of Responses by Position -----	7
3 Respondent Group and Composite Rank-Ordering of Functions of School Principals in the Administration of Student Teaching Programs -----	10
4 Listing of Functions by Approval Rankings (Ranks 1-43) -----	13
5 Listing of Functions by Consistency Rankings (Ranks 1-43) ----	15

Introduction

The behavior of school administrators has, through the years, called forth all manner of praise and invective. It has, further, been the object of extensive research. Operating within a flat organizational pattern, these public servants have found their publics to be many and their services to be varied beyond belief.

With respect to teacher education, the busy principal is hampered to some extent by the fact that teacher education is a field largely separated from his own daily round of activities. Yet, as Hicks and Walker (10) point out, it would be in error to suggest that school principals do not hold definite opinions on teacher education, or that they do not have constructive suggestions on change and innovation in its improvement.

In view of the significance of teacher education at the present moment, the nature of the teacher education process, the natural community of interest and effort between school administrators and teacher education faculties, and the direct concerns of school administration inherent in student teaching, the concept is established that there are rational and necessary functions of school administrators in the student teaching process. Dan Cox (6:275-279) comments that to be invited by a teacher education institution to participate in the business of helping the institution educate teachers is "one of the highest compliments which can be paid to a school, its administration, and the school community."

The idea of the participation of school principals in student teaching programs is generally accepted as a legitimate and beneficial phase of school administration, though Andrews (3:68-70) notes that only very recently has the importance of the principal's contribution been realized and that relatively little attention has been paid to it in the literature. He says that of all the persons in the school situation, the principal can most effectively establish the professional climate so important to all these interrelationships.

Defining the Principal's Tasks in Student Teaching

Hicks and Jameson (9:228) speak of the school principal's major contribution to teacher education by participation in student teaching programs. Though there is agreement on the idea of participation, however, agreement is sometimes lacking as to its nature and scope.

Sheila Schwartz (20:78-81) describes the all-too-frequent occurrence when:

The principal agrees to place the student teacher with a classroom teacher in whom he has confidence. He greets the student teacher and college supervisor and then withdraws from the student teaching program.

Rather than merely an official greeter, or one much too busy to be bothered with student teaching, the principal is seen as an administrative leader, a supervisor of instruction, a personnel specialist, an informational agency, an evaluator, and in all of these, a vitally concerned human being.

Aleyne Clayton Haines (8) lists the following as desirable functions of principals in student teaching programs:

1. Establishes working relationships with colleges.
2. Acquaints students and college supervisors with school policies.
3. Interprets school program to student teachers.
4. Interprets student teaching program to parents and faculty.
5. Confers with students:
 - a. To establish self as a professional person.
 - b. To help students establish a mutual relationship.
6. Helps formulate decisions regarding student teachers in serious difficulty.
7. Inducts students into building and professional activities.
8. Arranges details regarding acquaintance with the building.
9. Safeguards students from involvements beyond their depth.

This listing directs the principal's attention particularly to the student teacher himself, to his experiences and problems in the school setting. It is also noteworthy that Dr. Haines, speaking from the standpoint of the teacher education faculty member, makes her first point that of the principal's establishing good working relations with the colleges.

The doctoral thesis of Parker, (17) who worked with elementary principals in Arkansas, lists the following tasks:

1. Preparing the faculty, pupils, and community.
 - a. Presents program to faculty, formally and informally.
 - b. Selects supervising teachers from staff, with their consent.
 - c. Works with college supervisor and supervising teacher in establishing areas of student teacher's responsibility.
 - d. Announces the program to students.
 - e. Presents the program to the community.
2. Orienting student teachers to the local school and community.
 - a. Meets with student teachers for briefing on policy, organization, and routine.
 - b. Introduces student teacher to all staff; provides tour of plant and school handbook.
 - c. Introduces student teacher to various community leaders.
3. Providing a variety of experiences for the student teacher.
 - a. Assigns student teacher a share in regular duties of the supervising teacher.
 - b. Assigns the student teacher responsibility for daily pupil activities.
4. Supervising and evaluating student teaching.
 - a. Shares responsibility for supervision and evaluation with the supervising teacher.
 - b. Sees that reports prepared on the student teacher are made available to the college.
 - c. Keeps in touch with the student teacher's progress through frequent personal contacts.

Perrodin's (18:149-152) study contains these items:

1. Create favorable and constructive attitudes in the community.
2. Recommend and encourage the best teachers to participate as supervising teachers.
3. Become acquainted with college supervisors, policies of the teacher education institution, and the state program of teacher education.
4. Orient the college supervisor to the local school situation and avail oneself of the supervisor's potential service to the school.
5. Accept the student teacher as a participating member of the faculty.
6. Assist the supervising teacher in arranging school and community laboratory experiences for student teachers.
7. Acquaint the student teacher with the roles of the principal and other school administrators.
8. Be informed of student teachers' progress and be available for counseling and guidance as needed.

9. Avoid exploitation of the services of the student teacher.
10. Encourage the supervising teacher to attend professional meetings with supervising teachers in other schools.

Hicks and Jameson, (9) ask the question, "What is the principal's job in this phase of teacher education?" Their answer includes these items:

1. Know the program and provide opportunity for teachers to know it also.
2. Know the student teachers.
3. Set the stage so that the student teacher learns about the principal and his school--luncheon, coffee hour, tour, introductions.
4. Know the college coordinator and his responsibilities for student teachers in the school.
5. Know how to select effective supervising teachers.
6. Know how to help teachers evaluate student teachers.

Other writers, including Wagner, et. al. (22), Stratemeyer, (20:141-143) Reed, (18:88-96) and Schwartz, (19:78-81) have developed basically similar listings.

Problems in Principals' Performance of Tasks Related to Student Teaching.

Kennedy, (11) in his thesis study of administrative function in secondary student teaching in California, found much to criticize. He found that principals do not consider administration of teacher education as one of their major duties, and that they received little or no assistance from the state department of education or from city and county superintendents in administering student teaching. He also noted that principals spend more time administering the program than in supervision, leaving the latter to resident teachers and college supervisors, and that lack of understanding existed between principals and teacher education institutions on supervisory policies. He noted that unfavorable attitudes had developed through too frequent turnover of contact personnel, difficult problems arising in student teaching situations, the unsettled status of resident teacher compensation, and through the major problem of too little time available to do the job adequately.

Lingren, (14:23-27) reporting on a survey of 140 elementary and secondary student teachers in Pennsylvania, stated that 107 indicated they had received little or no help in getting acquainted with the community, and that ninety-eight had indicated they received little or no help from the principal at all.

Brown, (5) in his thesis study in Alabama, found that all groups surveyed agreed that performance of administrative tasks in student teaching was not up to the standard of appropriateness devised by these same groups. He noted that college supervisors and supervising teachers did not want principals to have greater share in functions now greatly or exclusively those of the former groups, and that his sample did not see the partnership operation suggested in the literature.

The state of some principals is summed up by Schwartz (20:78-81) in this way: She says that they are not sure of the role they are expected to play: they are afraid to infringe on the rights or functions of others; and that in contending with this problem of reticence they are in danger of leaving too much to chance. A recent report by the National Commission on Teacher Education and Professional Standards supports this position:

Although teacher educators, school personnel, and responsible lay commentators agree that student teaching... is an essential ingredient of any program of teacher education, too frequently they find organizational disarray and flagging standards in expanding student-teaching programs.

School boards and administrators, besieged by many different colleges, each with its own specific set of policies and practices, find themselves frustrated in trying to assume a role in teacher education for which they are not prepared. (16)

An Investigation of Principals' Involvement in Student Teaching Programs in Oregon and Washington

The research purpose of the current investigation of principals' involvement in the student teaching program was to determine:

1. Whether varying concepts of the functions of principals in the administration of student teaching programs existed among elementary principals, secondary principals, superintendents, and directors of student teaching involved with student teaching programs of selected, accredited institutions in Washington and Oregon.
2. What these concepts were, as perceived by the respondent groups.

The population from which the data for this study were obtained consisted of directors of student teaching, school superintendents, elementary principals, and secondary principals participating in student

teaching programs of eight colleges and universities in Washington and Oregon accredited by the National Council of Accreditation of Teacher Education. The entire universe was sampled with respect to participation in student teaching programs of the eight institutions during fall term, 1966. Distribution of responses by institution is presented in Table 1.

TABLE 1--Number and Percentage of Responses by Institution

Institution	Number Sent	Number Received	%
University of Oregon	33	28	84.8
Oregon College of Education	29	28	96.6
Lewis and Clark College	11	11	100.0
Portland State College	32	26	81.3
Washington State University	84	81	96.4
Fort Wright College	10	10	100.0
Seattle Pacific College	24	22	91.7
Western Washington State College	<u>72</u>	<u>69</u>	<u>95.8</u>
Total	295	275	93.2

Directors of Student Teaching for the eight institutions were contacted personally, and each agreed to furnish the investigator with names and addresses of all superintendents, elementary principals, and secondary principals participating in student teaching during fall term, 1966. Distribution of responses by position is presented in Table 2.

A total of 268 of the 275 responses were determined to be usable in the tabulation of data for the study.

A statement of criteria for functions of school principals in the administration of student teaching programs (Appendix A) had previously been developed from the literature of educational administration and of teacher education. This statement was submitted to a jury of experts which consisted of public school administrators and teacher education faculty members. Comments and suggestions made by the jury were employed

TABLE 2--Number and Percentage of Responses by Position

Position	Number Sent	Number Received	%
Director of Student Teaching	8	8	100.0
Superintendent	47	41	87.2
Elementary Principal	117	113	96.5
Secondary Principal	<u>123</u>	<u>113</u>	<u>91.9</u>
Total	295	275	93.2

in the revision of the statement of criteria, which subsequently served as the frame of reference for construction of a list of specific functions of school principals in the administration of student teaching programs.

An initial list of seventy-five functions, or tasks, was developed and was utilized as the data-gathering instrument in a pilot study involving twenty-nine respondents from public school administration and from teacher education. Analysis of the evaluation by the trial sample of the seventy-five items, and of the accompanying comments, led to revision of the initial list and to reduction in final form (Appendix B) to fifty items. A six-point rating scale was used with the full sample population and to aid the respondents in their evaluation of the individual tasks as responsibilities of school principals in the administration of student teaching programs.

Findings of the Investigation

Data gained from the respondents with respect to relationships between principals and student teachers during the introductory stage of student teaching, as illustrated by tasks 1 - 8 (Appendix B), indicate a notable divergence from task to task. Four of these tasks were given consensus rankings within the first ten of the fifty. These thus cited were concerned with orientation conferences, personal introduction by the principal to staff, making the student welcome and "at home" in the building, and provision of written materials relative to policy and procedures.

The other four items all received consensus rankings thirty-second or lower. They were concerned with tours of the school service area and the school plants, with the provision of written information descriptive of the school system in general, and with the introduction of student teachers to parents in formal meeting situations. Perceptions of the respondents with respect to these items also produced significant variance in three of the eight instances.

Those tasks receiving greater approval tended to center in the local school building, whereas those receiving lesser approval tended to involve persons and activities outside the building. Principals showed consistently less desire to become involved in these latter activities than did the other two groups to have them involved, the single exception being that elementary principals were much more willing than secondary principals to introduce student teachers to parents in some type of meeting.

During the course of the student teaching program, as seen through tasks 9 - 19 (Appendix B), the importance of tasks to be performed by school principals tends to be determined by respondent groups in terms of administrative and personnel concerns affecting the operation of the local school. Thus, those items rated most highly as responsibilities of the principal involve conferences with student teachers regarding the progress of their work, informal contacts, inclusion of student teachers in faculty meetings, and direction concerning matters with policy or legal implications. Of considerably lesser concern to the respondents were observation and evaluation of student teachers, conferences regarding personal matters, and programming of extra-classroom activities for student teachers.

Principals are seen to be more concerned with the human relations aspect of their contacts with student teachers than with the supervisory aspects. They are more willing to confer with student teachers and to help them with personal concerns than to work with the provision of curricular needs and the processes of observation and evaluation. Superintendents are more concerned with evaluative tasks than are directors of student teaching, who tend to emphasize rather the more mechanical aspects of provision of curricular materials and experiences.

Data gained regarding tasks 20 - 35 (Appendix B), those related to teacher education institutions, revealed no significant differences in the

perceptions of respondent groups. Two of the tasks were rated among the top ten in importance, while five were rated among the lowest ten. While supportive of the items in general, respondent groups indicated greater support for those related more directly to the administrative operation of student teaching programs at the building level, and less support for those calling for involvement at district or higher education levels. Lower ratings were also assigned tasks of an evaluative nature.

Tasks 36 - 50 (Appendix B) deal with functions of school principals in the administration of student teaching programs with relation to the local school system. Application of the chi-square technique to these contingency tables revealed one instance of perceptual variance among the respondent groups significant beyond the .01 level. Three of the tasks receiving consensus ranking within the top ten were located in this grouping, whereas two ranked within the lowest ten. As noted earlier, those receiving most support as to their validity were concerned with administrative operations of a non-evaluative nature at the local building level. An exception may be noted in task 48, where respondents gave relatively high rating to the task of evaluating student teachers as potential employees; as stated, however, this function implies personnel as well as programmatic concerns. Lower ratings were attached to functions involving activity outside the local school building, a response pattern also noted in earlier sections.

A major issue is raised by the findings, with reference to task 36, the function of making final selection of supervising teachers. Significant difference was observed between perceptions of directors of student teaching and those of the principals' groups, who strongly favored this as a function of the principal, with the superintendents' position being somewhat in the middle. This divergence will obviously require careful attention from all the parties concerned in a negotiations process.

Table 3 presents a rank-ordering by individual respondent groups and by consensus, of the tasks of school principals in the administration of student teaching programs. Based upon mean ratings of each function, the approval rankings establish a preferential order of functions for the consideration of those involved as principals or in other capacities in the

TABLE 3--Respondent group and composite rank-ordering of functions of school principals in the administration of student teaching programs.

Director of Student Teaching		Superintendent		Elementary Principal		Secondary Principal		Consensus	
Rank	Item	Rank	Item	Rank	Item	Rank	Item	Rank	Item
1	38	1	38	1	38	1	1	1	38
2	1	2	1	2	7	2	38	2	1
2	19	3	3	3	1	3	7	3	7
2	26	3	7	4	50	4	50	4	50
5	2	5	41	5	3	5	19	5	3
5	3	5	50	6	41	5	36	6	19
5	7	7	20	7	36	7	3	7	26
5	32	8	39	8	13	7	20	8	41
5	34	9	26	9	2	9	41	9	20
5	50	10	19	10	8	10	21	10	2
11	20	11	40	11	26	11	37	11	48
11	43	12	27	12	48	12	36	12	21
13	25	13	12	13	19	13	27	13	39
13	28	13	21	14	21	14	24	13	40
13	42	13	48	15	37	15	25	15	14
16	10	16	2	16	14	16	28	15	25
16	14	17	14	17	12	17	48	17	28
16	15	17	29	18	20	18	39	18	27
16	29	19	4	18	24	19	40	19	13
16	33	19	25	20	46	20	12	20	12
16	39	21	34	21	10	21	14	21	24
16	40	22	13	23	39	22	2	22	29
16	41	22	22	23	25	23	42	23	42
16	47	22	45	23	40	24	13	24	22
16	48	25	6	25	22	25	22	25	36
26	21	26	8	26	28	26	29	26	32
26	22	26	18	27	9	27	32	26	37

Table 3--Continued

Director of Student Teaching		Superin- tendent		Elementary Principal		Secondary Principal		Consensus	
Rank	Item	Rank	Item	Rank	Item	Rank	Item	Rank	Item
26	45	28	28	27	16	27	43	28	10
29	30	28	42	27	27	29	46	29	34
29	44	30	24	30	18	30	6	30	46
29	46	30	37	31	32	31	16	31	45
32	4	32	46	32	42	32	45	32	4
32	11	33	11	33	47	33	10	32	8
32	13	34	10	34	4	34	4	32	47
32	24	34	47	35	6	34	33	35	43
32	27	36	9	36	29	36	44	36	6
32	35	36	17	37	31	36	47	37	18
38	6	38	36	37	45	38	18	38	15
38	23	39	15	39	34	38	23	39	16
40	5	39	32	40	44	40	15	40	33
40	8	41	16	41	30	41	34	40	44
40	18	41	43	42	15	42	31	42	9
43	12	43	30	42	49	43	8	43	11
43	31	43	44	44	17	44	11	44	30
45	9	45	31	45	43	45	9	45	31
46	37	46	35	46	23	46	49	46	23
47	16	46	49	47	11	47	30	47	35
48	17	48	23	48	35	48	35	48	17
49	36	49	33	49	33	49	17	49	49
50	49	50	5	50	5	50	5	50	5

administration of student teaching programs. No items had mean ratings for any respondent group as low as 4.0, the level of slight disagreement. Two items, 5 and 17, had two group mean ratings between 3.0, the level of slight agreement, and 4.0. Items 36 and 39 each had one group mean rating between 3.0 and 4.0

For summary purposes, two tables are presented which contain the text of highest-rated and lowest-rated tasks. Table 4 lists the ten highest and the ten lowest by approval rankings; Table 5 lists the ten highest and the ten lowest by consistency rankings. Tasks included in both listings are cross-referenced through an asterisk system. It may thus be seen that highest approval and highest consistency ratings are found for one task (26); lowest approval and lowest consistency for two (5, 17); highest approval and lowest consistency for one (7); and lowest approval and highest consistency for three (30, 35, 44). Though considerable consistency was observed among the respondent groups in the rankings, notable exceptions were encountered and were discussed above.

Conclusions and Recommendations

Findings of this investigation led to the following conclusions:

1. Principals have legitimate and essential tasks to perform in the administration of student teaching programs.
2. The tasks identified in this study are generally accepted as responsibilities of principals.
3. Respondent groups exhibit greater consensus than variance in their evaluation.
4. Most significant variance exists in rating tasks related to the student teachers themselves, as apart from those concerned with the teacher education institution and with the local school system.
5. No consistent alignments exist among respondent groups.

Significant differences revealing varying alignment are established as follows:

- (a) Between directors of student teaching and the three groups of public school administrators--the issue being the provision of a

TABLE 4--Listing of functions by approval rankings (ranks 1 - 10 and 41 - 43)

Rank	Item	Text
		Principals should:
1	38	Secure the consent of teachers before recommending or selecting them as supervising teachers.
2	1	Have conferences with student teachers for orientation purposes at the beginning of the student teaching experience.
3	7**	See that student teachers are welcomed and feel "at home" within the school district.
4	50	Encourage well-qualified student teachers to apply for positions within the school building.
5	3	See that student teachers are provided and become familiar with a building handbook or other written statement of building policy and procedure.
6	19	Be informed of activities contemplated by student teachers involving policy or legal questions (field trips, etc.), and give administrative direction with regard to the carrying out of these activities.
7	26*	Inform teacher education administrators and supervisors concerning organizational facets of the building instructional program which may affect the student teaching program (e.g., team teaching).
8	41	Encourage building staff to be alert and responsive to student teachers' needs.
9	20	Become personally acquainted with college administrators who direct student teaching programs.
10	2	Personally introduce student teachers to the faculty and staff of the building.
41	33	Participate in school district negotiations with teacher education institutions relative to the establishment of student teaching programs.
41	44**	Make available to supervising teachers current professional literature from the student teaching field.
42	9	Observe lessons presented by student teachers.
43	11	See that student teachers become familiar with instructional materials and equipment available in the building.

TABLE 4---Continued (ranks 44 - 50)

Rank	Item	Text
		Principals should:
44	30*	Participate in the evaluation of the contributions of college supervisors in student teaching programs.
45	31	Participate in the design or revision of teacher education curricula.
46	23	Serve as instructors or resource persons in teacher education classes.
47	35*	Employ the services of college supervisors in explaining the student teaching program to faculty and community.
48	17**	Prepare written evaluations of student teachers' work.
49	49	Send copies of evaluations of all student teachers to the school district personnel office.
50	5**	Arrange a tour for student teachers of the area from which the school draws its students.

*This item appears among the ten highest consistency rankings.

**This item appears among the ten lowest consistency rankings.

TABLE 5--Listing of functions by consistency rankings (ranks 1 - 10 and 41 - 43)

Rank	Item	Text
		Principals should:
1	44**	Make available to supervising teachers current professional literature from the student teaching field.
2	42	Participate in the development of qualifying standards for appointment to supervising teacher positions.
3	28	Be informed on college administrative policy changes affecting student teaching programs.
4	26*	Inform teacher education administrators and supervisors concerning organizational facets of the building instructional program which may affect the student teaching program (e.g., team teaching).
5	35**	Employ the services of college supervisors in explaining the student teaching program to faculty and community.
6	46	Confer individually with supervising teachers at the end of each term to evaluate their work with student teachers.
7	30**	Participate in the evaluation of the contributions of college supervisors in student teaching programs.
8	15	Arrange for student teachers to attend curriculum meetings and other inservice activities within the school system.
9	6	Provide student teachers with information on the school system of which the building is a part.
10	14	Require student teachers to attend faculty meetings, and schedule meetings to permit this.
41	34	Be informed as to stipends provided for service in student teaching programs, and as to time and manner of payment, before programs begin.
42	24	Be familiar with current thought and trends in student teaching as expressed in the literature of the field.
43	12	Confer with student teachers regarding the progress of their work at least once during the term.

TABLE 5--Continued (ranks 44 - 50)

Rank	Item	Text
		Prin 'pals should:
44	37	Make final decisions on assignment of student teachers to supervising teachers.
45	7*	See that student teachers are welcomed and feel "at home" within the building.
46	17**	Prepare written evaluations of student teachers' work.
47	5**	Arrange a tour for student teachers of the area from which the school draws its students.
48	10	Arrange for student teachers to observe in other classrooms in the building.
49	36	Make final selection of supervising teachers.
50	8	Introduce student teachers to parents at a meeting of the parent-teacher association or similar group.

*This item appears among the ten highest approval ratings.

**This item appears among the ten lowest approval ratings.

tour for student teachers of the area from which the school draws its students.

(b) Between directors of student teaching and secondary principals, on the one hand, and superintendents and elementary principals, on the other--the issues being introduction of students at parents' meetings and the observation of lessons presented by student teachers.

(c) Between directors of student teaching and superintendents, on the one hand, and the two principals' groups, on the other--the issue being principals' making final decisions on appointment of supervising teachers.

This variability is also established in instances where significance levels were not attained.

6. Acceptable behavioral patterns for principals in the administration of student teaching programs are identifiable.

(a) Tasks involving activity by principals at the local building level are more strongly supported than those involving activity beyond this level.

(b) Tasks concerned with efficient administration practices are more strongly supported than are those concerned with supervisory aspects of the student teaching experience.

(c) Tasks involving personal contacts between principals and others participating in student teaching programs were more strongly supported when concerned with human relations rather than evaluative aspects of the programs.

7. The establishment and maintenance of administrative relationships between directors of student teaching and school district administrators, including school principals, is essential to the success of student teaching programs.

8. The tasks identified in this study, as evaluated by the respondent groups, offer meaningful direction to school principals in understanding and assuming their position of leadership in student teaching programs.

9. Negotiation is presently needed with respect to the extent of the supervisory activity in which principals should engage in student teaching programs, and with respect to the determination of ultimate

responsibility for the selection of supervising teachers--issues in which major divergence has been found to exist.

In keeping with the conclusions drawn from this study, the following recommendations were made:

1. Findings of the study should be made available to all administrators having responsibilities connected with student teaching programs in Washington and Oregon.

2. School principals involved in student teaching programs should examine these findings, individually and in concert with other principals and district-level administrators, for the purpose of systematic implementation of functions, in keeping with the requirements of individual student teaching programs and with organizational patterns operant in individual school districts and buildings.

3. Interaction between college and university administrators and public school administrators, school principals in particular, with respect to their mutual involvement in student teaching programs, should be expanded and regularized. Responsibility for initiation and maintenance of these administrative relationships should be borne mutually. Continuing appraisal of the definition of administrative tasks in student teaching programs should be inherent in this interaction.

4. Further research should be instituted.

A number of implications for research have been identified at this point. The fundamental involvement of the school principal in student teaching, the nature and scope of his functions, the relationships with other professionals indicated, and the solving of present problems in administrative functions in student teaching programs--all of these areas offer much unexplored ground. At the conclusion of his study, Brown observes that very little research has been done in this area. He suggests several particular subjects for research:

1. Source perceptions of various groups relative to contributions of administrators' functions to the success of student teaching programs.
2. Study of individual functions in depth.
3. Study of the attitudes of college supervisors and supervising teachers toward an amplification of administrative functions.
4. Study of the appropriateness of these functions in small schools, large schools, schools near colleges, and schools farther away from colleges.

5. Study of what functions should be joint efforts and what should be individuals' responsibilities. (5)

The American Association of Colleges for Teacher Education, (1:67) in reporting on attempts at cooperative school-college programs in pre-service experiences, asks who should take the initiative in establishing cooperative ventures, and what will be the effect of the cooperative approach on the activities of supervising teachers, college supervisors, school principals, academicians, school district central office personnel, and the student teachers themselves. In a related report, the American Association of Colleges for Teacher Education spotlights the principal, in stating:

The need for definition is also true with respect to the school principal's role in teacher education. The principal probably should take far more leadership in the improvement of instruction than he does. He could see the many possibilities for widening a student teacher's horizons in his school if he saw himself more as a teacher educator and had the knowledge to be one. (2:64)

Admittedly, the topic has received little attention to date, and current studies are inclined to be either highly general or overly specific in their approach. And yet a foundation is being laid upon which a broader and more enduring body of research may be built.

BIBLIOGRAPHY

1. American Association of Colleges for Teacher Education, Cooperative Structures in School-College Relationships for Teacher Education. Washington, D. C.: The Association, 1965.
2. _____, School-College Relationships in Teacher Education: Report of a National Survey of Cooperative Ventures. Washington, D. C.: The Association, 1964.
3. Andrews, L. O., Student Teaching. New York: Center for Applied Research in Education, Inc., 1964.
4. Association for Student Teaching, Concern for the Individual in Student Teaching. Forty-Second Yearbook, Cedar Falls, Iowa: The Association for Student Teaching, 1963.
5. Brown, Lawson James, "The Functions of School Principals in Student Teaching Programs" (unpublished Doctoral dissertation, University of Alabama, 1963).
6. Cox, Dan, "Why Should Public Schools Accept Student Teachers?" Educational Administration and Supervision, XLV (September, 1959).
7. French, James, "The Principal's Role in Professional Laboratory Experiences," New Developments, Research, and Experimentation in Professional Laboratory Experiences. Cedar Falls, Iowa: The Association for Student Teaching, 1964, Bulletin 22.
8. Haines, Aleyne Clayton, Guiding the Student Teaching Process in Elementary Education. Chicago: Rand McNally, 1960.
9. Hicks, William V. and Marshall C. Jameson, The Elementary School Principal at Work. Englewood Cliffs, N. J.: Prentice-Hall, 1957.
10. Hicks, William V. and Clare C. Walker, Full-Time Student Teaching. East Lansing, Michigan: Michigan State University Press, 1957.
11. Horton, Ben H., Jr., "Student Teaching Can Be a Worthwhile Experience," Bulletin of the National Association of Secondary School Principals, XLV, October, 1961.
12. Kennedy, Robert B., "The Role of the High School Principal in the Administration of a Teacher Education Program" (unpublished Doctoral dissertation, Stanford University, 1953).
13. Lindsay, Margaret and William T. Gruhn, Student Teaching in the Elementary School. New York: Ronald Press, 1957.
14. Lingren, Vernon C., "Help Needed and Received by Student Teachers," Journal of Student Teaching, X, March, 1959.
15. Masoner, Paul H., A Design for Teacher Education. Pittsburgh: University of Pittsburgh Press, 1963.
16. National Commission on Teacher Education and Professional Standards, Who's in Charge Here? Washington, D. C.: National Education Association, 1966.

17. Parker, Paul W., "Administrative Procedures Used by Principals in Off-Campus Student Teaching Programs in Arkansas" (unpublished Doctoral dissertation, University of Arkansas, 1964).
18. Perrodin, Alex F., "The Principal and the Student Teacher," Educational Administration and Supervision, XLII, March, 1956.
19. Reed, Helen, "The Supervising Teacher and Other Professional Workers," The Supervising Teacher. Cedar Falls, Iowa: The Association for Student Teaching, 1959, Thirty-eighth Yearbook.
20. Schwartz, Sheila, "The Principal's Role in the Student Teaching Program," Journal of Teacher Education, XIII, March, 1962.
21. Stratemeyer, Florence, Working With Student Teachers. New York: Teachers College Bureau of Publications, Columbia University, 1958.
22. Wagner, William S., Vergil H. Hughes, and Gertrude B. Corcoran, Student Teaching: A Mission of the Elementary and Secondary Schools. Cedar Falls, Iowa: The Association for Student Teaching, 1960.
23. Wiggins, Sam P., Battlefields in Teacher Education. Nashville, Tenn.: George Peabody College for Teachers, 1964.

APPENDIX A

Statement of Criteria

General Principles Defining Responsibilities of School
Principals in Student Teaching Programs

- A. School Principals Have Functional Responsibility with Relation to Student Teachers.
 - 1. In making provision for the orientation of the student teacher to the building, the school district, and the community.
 - 2. In providing supervision for student teachers in curricular and extra-curricular activities.
 - 3. In providing for conferences and other contacts with student teachers.
 - 4. In the evaluation of the work of student teachers.
 - 5. In providing information and leadership in matters involving district policy and legal statutes.
- B. School Principals Have Functional Responsibility with Relation to Teacher Education Institutions
 - 1. In becoming personally acquainted with teacher education personnel and with teacher education programs, including student teaching programs.
 - 2. In maintaining communication channels with teacher education institutions, with regard to the administration of student teaching programs.
 - 3. In joint study with teacher educators of curricular relationships between teacher education and the public schools.
 - 4. In being informed as to policies for the allotment of stipends for professional service in student teaching programs.
 - 5. In maintaining rapport with teacher educators, and in seeking cooperatively to provide an optimum environment for student teaching.
- C. School Principals Have Functional Responsibility with Relation to the Local School System.
 - 1. In the careful selection of supervising teachers and assignment of student teachers.
 - 2. In assuring the adaptability of the building program to the student teaching program.

3. In the preparation of teachers for service as supervising teachers.
4. In acquainting the community with student teaching and its accompanying values.
5. In the selection of student teachers as candidates for teaching positions within the local system.

APPENDIX B

FUNCTIONS OF SCHOOL PRINCIPALS IN THE ADMINISTRATION
OF STUDENT TEACHING PROGRAMS

Rating indicated by use of appropriate numeral.

- 1 - Agree strongly
- 2 - Agree
- 3 - Agree slightly
- 4 - Disagree slightly
- 5 - Disagree
- 6 - Disagree strongly

I. With relation to student teachers, principals should:

- ___ 1. Have conferences with student teachers for orientation purposes at the beginning of the student teaching experience.
- ___ 2. Personally introduce student teachers to the faculty and staff of the building.
- ___ 3. See that student teachers are provided and become familiar with a building handbook or other written statement of building policy and procedure.
- ___ 4. Provide student teachers with a guided tour of the school plant.
- ___ 5. Arrange a tour for student teachers of the area from which the school draws its students.
- ___ 6. Provide student teachers with information on the school system of which the building is a part.
- ___ 7. See that student teachers are welcomed and feel "at home" within the building.
- ___ 8. Introduce student teachers to parents at a meeting of the parent-teacher association or similar group.
- ___ 9. Observe lessons presented by student teachers.
- ___ 10. Arrange for student teachers to observe in other classrooms in the building.
- ___ 11. See that student teachers become familiar with instructional materials and equipment available in the building.
- ___ 12. Confer with student teachers regarding the progress of their work at least once during the term.

- ___ 13. Have frequent informal contacts with student teachers during the term.
- ___ 14. Require student teachers to attend faculty meetings, and schedule meetings to permit this.
- ___ 15. Arrange for student teachers to attend curriculum meetings and other in-service activities within the school system.
- ___ 16. Counsel with student teachers on personal matters at student teachers' requests.
- ___ 17. Prepare written evaluations of student teachers' work.
- ___ 18. Participate in evaluative conferences with college supervisors and supervising teachers.
- ___ 19. Be informed of activities contemplated by student teachers involving policy or legal questions (field trips, etc.), and give administrative direction with regard to the carrying out of these activities.

II. With relation to teacher education institutions, principals should:

- ___ 20. Become personally acquainted with college administrators who direct student teaching programs.
- ___ 21. Become knowledgeable concerning the teacher education program of the college or university.
- ___ 22. Participate in the design or revision of student teaching programs in company with other public school personnel.
- ___ 23. Serve as instructors or resource persons in teacher education classes.
- ___ 24. Be familiar with current thought and trends in student teaching as expressed in the literature of the field.
- ___ 25. Confer with directors of student teaching no less than annually with regard to the administration of student teaching programs.
- ___ 26. Inform teacher education administrators and supervisors concerning organizational facets of the building instructional program which may affect the student teaching program (e.g., team teaching).
- ___ 27. Invite teacher education administrators to visit their schools to observe student teaching.
- ___ 28. Be informed on college administrative policy changes affecting student teaching programs.

- ___ 29. Offer suggestions to college supervisors relative to their work in the building.
- ___ 30. Participate in the evaluation of the contributions of college supervisors in student teaching programs.
- ___ 31. Participate in the design or revision of teacher education curricula.
- ___ 32. Seek to improve the administration of student teaching programs through joint study with college administrators.
- ___ 33. Participate in school district negotiations with teacher education institutions relative to the establishment of student teaching programs.
- ___ 34. Be informed as to stipends provided for service in student teaching programs, and as to time and manner of payment, before programs begin.
- ___ 35. Employ the services of college supervisors in explaining the student teaching program to faculty and community.

III. With relation to the local school system, principals should:

- ___ 36. Make final selection of supervising teachers.
- ___ 37. Make final decision on assignment of student teachers to supervising teachers.
- ___ 38. Secure the consent of teachers before recommending or selecting them as supervising teachers.
- ___ 39. See that the student teaching program is discussed by the faculty, either in general or departmental meetings.
- ___ 40. Inform beginning teachers and other teachers new to the building with regard to established student teaching programs.
- ___ 41. Encourage building staff to be alert and responsive to student teachers' needs.
- ___ 42. Participate in the development of qualifying standards for appointment to supervising teacher positions.
- ___ 43. Arrange for instruction to be given beginning or potential supervising teachers concerning responsibilities of the position.
- ___ 44. Make available to supervising teachers current professional literature from the student teaching field.
- ___ 45. Confer with college supervisors in evaluating the work of supervising teachers.

- ___ 46. Confer individually with supervising teachers at the end of each term to evaluate their work with student teachers.
- ___ 47. Explain student teaching programs to parents and to the community.
- ___ 48. Evaluate all student teachers as potential employees.
- ___ 49. Send copies of evaluations of all student teachers to the school district personnel office.
- ___ 50. Encourage well-qualified student teachers to apply for positions within the school district.